DOCUMENT RESUME

ED 460 316 CG 029 250

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TITLE	Preventing Substance Abuse: An Elementary School Guide.
INSTITUTION	Thirteen WNET, New York, NY.
PUB DATE	1998-00-00
NOTE	17p.; Booklet developed to accompany "Moyers on Addiction: Close to Home." To purchase a videocassette of the program, contact Films for the Humanities and Sciences at 800-257-5126.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Activities; *Drug Education; Educational Environment; Elementary Education; Intervention; Organizations (Groups); Parent Participation; Prevention; *Programming (Broadcast); Programs; Resources; Risk; *Substance Abuse; *Teaching Methods; *Television
IDENTIFIERS	Child Protection; Guest Speakers

ABSTRACT

This booklet is designed to be used by teachers in elementary schools with the Public Broadcasting Systems series "Moyers on Addiction: Close to Home." The series explores the science, treatment, prevention, and politics of addiction. This booklet discusses strategies for preventing substance abuse in elementary school. Also examined are ways to create a classroom environment that makes students comfortable asking questions about substance abuse. The 4 cornerstones of drug education are presented. Descriptions of 3 model programs that were developed to prevent drug abuse and promote healthy living habits are provided along with contact information. A discussion of risk factors and protective factors defines the role of teachers in protecting students from substance abuse. Intervention strategies are also discussed. Utilizing guest speakers for grades 4 and up, and engaging parents in the fight against drug abuse are some of the suggestions given for deterring drug use. Two activities for kindergarten-grade 3 and 4 activities for grades 4-6 are presented. A list of organizations that would be useful to teachers concludes the booklet. (MKA)

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ED 460 316

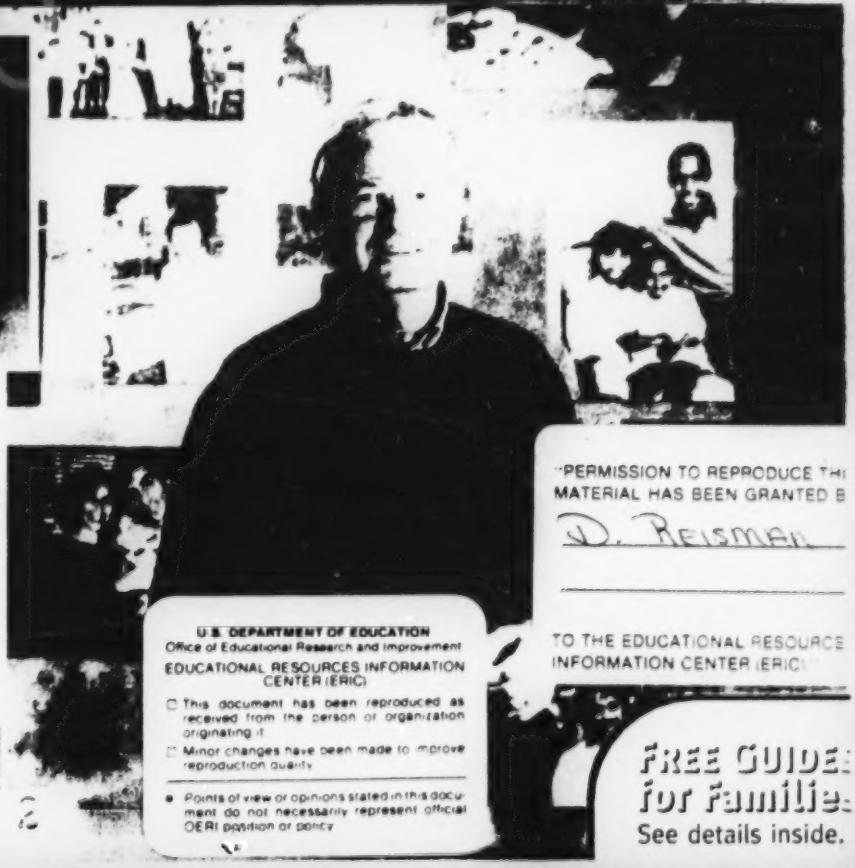
Preventing Substance Abuse

An Elementary School Guide

Developed to accompany

MOYERS ON ADDICTION

close to home



Premieres on PBS stations
March 29, 30, 31, 1998
(check local listings)

CG029250

Materials developed by

Thirteen·wnet

Funding for MOYERS ON ADDICTION: CLOSE TO HOME has been provided by The Robert Wood Johnson Foundation and Mutual of America Life Insurance Company.

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Acknowledgments

This guide was produced by

Thirteen · wnet

Educational Resources
Public Affairs Television, Inc.

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Special thanks to Joan Hollendonner, Communications Officer, The Robert Wood Johnson Foundation

Funding for MOYERS ON ADDICTION: CLOSE TO HOME has been provided by The Robert Wood Johnson Foundation and Metropolitan Life Insurance Company.

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MOYERS ON ADDICTION: CLOSE TO HOME

Program Schedule

Please check local listings for broadcast dates and any scheduling changes

Portrait of Addiction
Sunday, March 29

The Hijacked Brain
Sunday, March 29

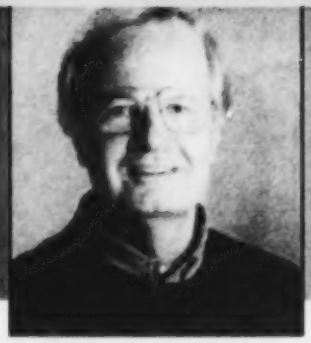
Changing Lives
Monday, March 30

The Next Generation
Tuesday, March 31

The Politics of Addiction
Tuesday, March 31

ORDERING INFORMATION

To order videocassettes of MOYERS ON ADDICTION: CLOSE TO HOME, contact your local PBS station or call PBS VIDEO at 1-800-257-5126.



Dear Teacher,

Teachers play a key role in helping young people understand and confront substance abuse and addiction. In reporting for my new PBS series, MOYERS ON ADDICTION: CLOSE TO HOME, I saw first-hand how elementary school teachers can make a difference.

The series explores the science, treatment, prevention, and politics of addiction. One program — "The Next Generation" — looks specifically at efforts, including school-based programs, to prevent kids from becoming addicts. I hope you watch.

CLOSE TO HOME is part of the most extensive public television outreach effort to date. This teacher's guide contains background information on substance abuse prevention in elementary schools nationwide, including strategies for teaching, activities, and other ways you can help your students take steps away from addiction.

Bill Moyers

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video taping rights

Off-air taping rights of MOYERS ON ADDICTION: CLOSE TO HOME are available to educators for one year following each broadcast release.

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How to Use This Guide

This guide was developed to accompany MOYERS ON ADDICTION: CLOSE TO HOME. It includes the following:

- Strategies for Teaching: Preventing Substance Abuse in Elementary School
- Create a Classroom Environment
- Model Programs
- Risk Factors & Protective Factors
- Intervention Strategies
- Guest Speakers in the Classroom
- Engaging Parents in the Fight Against Drug Abuse
- K-3rd Grade Activities
- 4th-6th Grade Activities
- Organizations

"Strategies for Teaching" is an overview of prevention education in elementary schools nationwide. "Create a Classroom Environment" offers suggestions for organizing your schoolroom to support your drug, alcohol, and tobacco prevention efforts. "Model Programs" describes three different drug abuse prevention efforts, and may be a starting point in finding a prevention curriculum for your school. "Risk Factors & Protective Factors" describes how you can help students avoid drug involvement in the future. "Intervention Strategies" includes ways you can help students who are children of substance abusers. "Guest Speakers" lists ideas for making the most of a guest's visit. "Activities" are engaging, interactive prevention lessons. **4th–6th Grade Activities are to be photocopied and distributed in class.**

Teachers are encouraged to photocopy the guide and share it with others.

FREE FAMILY GUIDES

Obviously, a key factor in prevention is the family. We have prepared Family Guides on preventing substance abuse that you may wish to distribute to your students. To receive them, please fill out and return the enclosed postage-paid card.

Strategies for Teaching:

Preventing Substance Abuse in Elementary School

It's never too early to teach children ways of staying healthy. Throughout the United States, teachers and administrators are educating the youngest students in the school system about the dangers of alcohol, tobacco, and other drug abuse. Substance abuse prevention lessons often begin as early as kindergarten.

Many drug abuse prevention programs for young children use a health education-based approach. The U.S. Department of Education suggests that in **grades K–3,** prevention efforts should discuss good health practices; differences among foods, poisons, medicines, and drugs; personal responsibility for one's actions; and rules regarding drug use. For **grades 4–6,** it recommends teaching about how to identify different drugs; the effects of drugs; what addiction is; why some substances are dangerous; and peer, media, family, and community influences on substance abuse.

In addition to strategies that teach young children about taking responsibility for their own health, there are other approaches to drug abuse prevention for this age group that are currently used in schools nationwide. In *Preventing Substance Abuse: Interventions That Work*, Michael J. Stoil and Gary Hill identify these strategies as including:

- early decision-making skills that help students think critically about the choices they make and the social influences that interfere with good decisions, as well as resistance skills
- early mental health promotion efforts, which can focus on self-esteem, stress management, or communications skills
- problem identification/referral, which finds students at risk for drug abuse or mental health problems, and results in a family intervention
- alternative activities that provide children with cultural or recreational opportunities

Other strategies to prevent drug abuse go beyond the classroom and try to change the school climate as a whole. These environmental approaches

include setting school-wide norms and establishing and enforcing rules. There are also approaches that combine classroom lessons with changes in classroom management strategies, new ways of thinking and dealing with potential social problems, behavior modification, and changes in the school's normative climate.

Making the Grade: A Guide to School Drug Prevention Programs, published by Drug Strategies (2445 M Street NW, Suite 480, Washington, DC 20037, (202) 663-6090), lists the following as important elements of successful prevention education. In *Making the Grade*'s estimation, the best programs:

- help students recognize internal and external pressures that influence them to use alcohol, tobacco, and drugs
- develop refusal skills to resist those pressures
- teach that substance abuse is not the norm
- provide developmentally appropriate materials and activities
- use interactive teaching techniques
- take place over a period of at least ten classroom sessions, and for at least three years
- involve the family and community
- include teacher training and support
- contain material that is easy to implement and is culturally relevant for students

The idea of teaching substance abuse prevention from kindergarten to sixth grade is popular, but much remains to be learned about what works and what doesn't work at these grade levels. Researchers are still trying to determine which early prevention efforts will be most effective in the long run. Still, Sharon Brown, Safe and Drug-Free School Coordinator for Chicago Public Schools, compares the situation to a cancer treatment program: "Just as there is no miracle cancer treatment, it would be foolish not to use the current available therapies that provide some hope."

While many programs for young children include information about specific drugs and why they are dangerous, at times these lessons may be counterproductive. Early health education sometimes uses fear arousal tactics that describe the personal and social consequences of addiction. Programs that emphasize the extreme hazards of drug abuse may backfire if young students have seen adults using drugs or alcohol with few obvious negative results. Stoil and Hill point out that "young children either know too much about drugs from observing family members or they will not learn enough from an elementary school program to affect their rational judgment when offered drugs in high school." What kids still need are the skills and motivation to make competent decisions.

Effective programs frequently include lessons that teach good decision-making and other social skills. As Stoil and Hill say in *Preventing Drug Abuse*, the programs that teach these skills "promote behaviors that all young children should have — and that coincidentally appear to be protective against early drug use." Strategies that promote rational thinking may also be helpful in preventing later involvement with drugs. In addition, the most successful drug abuse prevention lessons for elementary school students go beyond the classroom, involving parents and other adults. The best programs encourage the participation of family members and foster the involvement of the community. Their participation is critical for reinforcing the lessons children learn in school and helping them avoid future alcohol, tobacco, and other drug abuse.

References

Drug Strategies. *Making the Grade: A Guide to School Drug Prevention Programs.* Washington, DC: Drug Strategies, 1996.

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Gottfredson, Denise C. "School-Based Crime Prevention." In *Preventing Crime: What Works, What Doesn't, What's Promising.* College Park, MD: University of Maryland, 1997.

Stoil, Michael J. and Gary Hill. *Preventing Substance Abuse: Interventions That Work.* New York: Plenum Press, 1996.

CREATE A CLASSROOM ENVIRONMENT

Alcohol, tobacco, and other drug education is most effective when students feel comfortable asking questions and expressing ideas. Create a supportive, nurturing atmosphere. Remember: Some students may already have some knowledge (accurate or not) about drugs — from the media, from friends, from witnessing drug use in their homes or communities, or from their own experimentation. Children of alcoholic or addicted parents may feel especially sensitive about stereotypes. Emphasize that addiction (to drugs, alcohol, tobacco) does not mean a person is bad, but rather, badly in need of help.

A question box in grades 4–6 enables students to anonymously express sensitive concerns: *"How can I say no to my friends without making them angry?" "When my dad drinks, he beats up my mom." "I think my sister's smoking marijuana."*

Read questions in advance, so you can plan how to guide discussion. If you don't feel comfortable handling such issues, invite a school social worker or counselor to speak to the class.

Four Cornerstones of Drug Education

Students must know the FACTS, be aware of their own and others' FEELINGS, communicate with their FAMILIES, and set goals for the FUTURE.

FACTS

Students are more likely to absorb information when they do the work of finding it.

- Have students bring in articles and pictures about cigarettes, alcohol, and other drugs for a FACTS ABOUT DRUGS bulletin board.
- Have students differentiate between helpful drugs (prescribed by a doctor) and unhealthy drugs.
- Students in grades 4–6 can research resources available in their neighborhoods, including services for the children and families of people who are addicted. Invite appropriate guest speakers who are experienced with children of this age (for example, a counselor or doctor).

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- Have students design posters on drug prevention and resources. Hang posters in the classroom or as rotating exhibits in other classrooms and hallways through a "poster exchange program" planned with other teachers. Contact the American Cancer Society at 1-800-227-2345 to request posters or other materials on smoking.
- Include school-approved books and pamphlets about drugs, alcohol, and tobacco in the classroom library. Ask your school district health coordinator for suggestions.

FEELINGS

Facts tell the "what" of drugs; feelings are about the "why" — and the "why not."

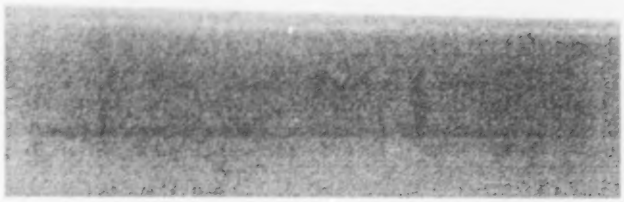
- Have students brainstorm ground rules that will help create a safe environment for discussion and questions. Post the list in the classroom. Ground rules may include:
  There are no stupid questions.
  Respect others' feelings.
  No interruptions.
- Have students create skits that explore why people use drugs (peer pressure, curiosity, rebellion, unhappiness, depression, trauma) and how they can get help. Lead a

guided discussion afterwards, having students challenge these reasons for drug use (for example, they may say that it's a bad idea to drink because of unhappiness, because alcohol abuse can lead to more problems.)

Have students move, or draw pictures, to music that elicits different feelings (joy, sadness, wonder, excitement). Elicit from students how they are affected by music and such other "mood alterers" as weather, fatigue, illness, stress, friendships, home life, birthdays, holidays, events.

FAMILIES

Strong, supportive families can discourage drug use; drug use within families may distress children or predispose them to use drugs.



Invite parents/ guardians to a student-created health fair featuring science exhibits and "Let's Stay Healthy" student presentations.

Have students construct mobiles that portray their families. Discuss how family members depend on and support each other. Emphasize that all families are structured differently.

Post the sign "Nobody Sets Out to Be an Addict." Express compassion toward people with drug problems. Discuss how young people can make healthy decisions, even if family members or neighbors use drugs.

FUTURE

The best defense against drug use is a future worth staying drug-free for.

Have students in grades 4–6 design one-week, one-month, and one-year progress charts listing academic or personal goals and steps needed to attain them. Break down long-term goals into realizable weekly subgoals, and remember to monitor students' progress each week, giving them feedback and reinforcing their progress. Subgoals may be as simple as stating the goal, e.g., "Improve Schoolwork," then increasing study time, visiting the library, buying a dictionary, and asking others for help.

Have students create collages showing their dreams for the future, including pictures of role models they'd like to emulate, places they'd like to visit, things they'd like to do, and families, careers, and traits they'd like to have.

Have students in grades 4–6 write a report about how someone they admire overcame obstacles to success.

MODEL PROGRAMS

The following curricula have been developed to prevent drug abuse and promote healthy living habits among elementary school children. They may be helpful starting points towards finding a prevention curriculum best suited to your school and community.

THE TRUST PROGRAM IN MIAMI

The Miami **TRUST Program** began in 1987 as an effort to decrease levels of substance use in the Dade County public middle and high schools. Each school is staffed with a designated TRUST counselor who assists and intervenes with students who have already experienced problems related to substance abuse. While the program has been successful at middle and high schools, the county has recognized that the real key to creating a drug-free school system is in getting the TRUST message to kids before they run into problems. As Dr. Jim Mennes of the TRUST program explains, "Treatment is difficult. Prevention is a much better way."

With this in mind, Dade County has developed a TRUST curriculum for all of its elementary schools and has placed special TRUST counselors in six of them. "The earlier the better," says Dr. Mennes, acknowledging that students are being forced to make decisions regarding their health at an increasingly young age. He adds that the aim of the TRUST elementary curriculum is to equip students with the "protective factors" they need in order to make responsible and healthy decisions. These factors are: self-awareness, communication skills, positive alternatives, decision-making, and drug information.

TRUST elementary school curriculum materials feature six characters in a fictional rock and roll band known as "The Communicators." The members of this band reflect the diverse family and racial backgrounds represented in the schools and allow students to negotiate such issues as peer pressure, family problems, and drug use. In schools without TRUST counselors, the program makes available anonymous question boxes where students can safely raise issues they would like to see handled in class. Classroom teachers work closely with the guidance office and local human service agencies to ensure that the special needs of individual students are identified early in the educational process.

Dr. Mennes concludes, "The need for elementary prevention programs is clear. [Substance abuse is] like cancer. Would you rather treat it or prevent it from happening in the first place?"

For more information, contact:

Dr. James Mennes
TRUST Program
1500 Biscayne Boulevard, Suite 341
Miami, FL 33132

(305) 995-7330

KNOW YOUR BODY

"Nobody takes better care of you than you!" is the motto of the **Know Your Body** program (KYB), which teaches children that they are in charge of their own health. KYB takes a holistic approach to healthy living— from exercise to diet to emotional well-being. As KYB project director Dr. Joan Liebman-Smith explains, "If we can get students to care about the integrity of their bodies, healthy choices will follow."

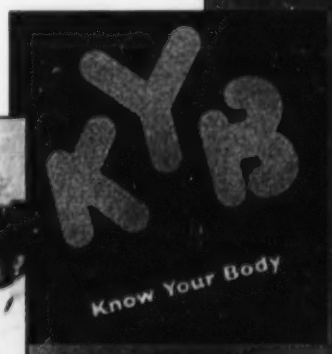
The program uses games, simulations, and role plays to help students practice healthy skills outside the classroom. "We're not just interested in disseminating facts and figures. We teach life skills," says Dr. Liebman-Smith. The curriculum is based on teaching self-esteem, decision-making, goal setting, assertive communication, and stress management.

KYB is interdisciplinary, including language arts, math, social studies, and science. It has been in schools for over fifteen years. Independent evaluations have shown that participating students improve in health-related knowledge, attitude, diet, and exercise habits, and show decreased blood pressure and smoking levels. Staff from the American Health Foundation are available to conduct teacher training and hold two training conferences per year to help schools customize a program to suit their needs, goals, and capacity.

For more information, contact:

The Know Your Body Program
American Health Foundation
675 Third Avenue, 11th Floor
New York, NY 10017

(212) 551-2507



GROWING HEALTHY

The **Growing Healthy** curriculum is based on the premise that if children understand how their bodies work and appreciate the factors that affect their health — biological, social, and environmental — they will be more likely to establish good habits during their formative years. "More successes early on lead to more successes later in life," explains Lynne Whitt of the National Center for Health Education, which developed the program.

Growing Healthy addresses not only the physical, but also the emotional and social dimensions of health. Exercises provide students with knowledge that will help them resist pressures to smoke, drink alcohol, or engage in other health-compromising behaviors later in life. In one Growing Healthy activity, fifth graders build a smoking simulator from an empty plastic bottle and a lit cigarette. As the bottle fills with smoke, the students are provided with visual evidence of the dangers of smoking.

The Growing Healthy program has been cited by the U.S. Department of Education as an exemplary curriculum, and independent evaluations have shown it to have significant impact on students' attitudes and actions.

For more information, contact:

Growing Healthy
c/o Health EDCO
P.O. Box 21207
Waco, TX 76702

1-800-551-3488

Risk Factors Protective Factors

YOU PLAY A PIVOTAL ROLE IN PROTECTING YOUR STUDENTS FROM SUBSTANCE ABUSE

Researchers have identified a number of **risk factors** that — when present in a student's life — are believed to increase the chances that he or she will become drug-involved. Here are some of them:

- Family alcoholism or drug use
- Rejection by peers
- Lack of decision-making skills
- Trauma at home
- Depression
- Learning disabilities
- Behavior problems at an early age (fighting, lying, stealing)
- Poor academic performance
- Lack of bonding to school

BUT HIGH-RISK STUDENTS ARE NOT DOOMED TO SUBSTANCE ABUSE!

Some high-risk kids — even those with many risk factors — avoid substance abuse. As a teacher, you are in a unique position to help students by helping reduce or counter their risk factors.

Please keep in mind that when kids are in severe distress, they should be referred to a trained professional, such as a nurse or a confidential student assistance counselor.

Here's what you can do:

Praise your students when they have done well. Look for real examples of progress or success, no matter how small.

Set clear expectations for behavior. Having clear anti-drug policies and values in the classroom and school is correlated with lower incidents of substance use.

Allow students to experience the consequences of their actions. Without realistic feedback from school, students are enabled to think they will never have to be accountable. To help students do better in the future, ask them what they could have done differently, and what plan of action they would develop to improve.

Create a safe, open climate in the classroom. If students know they can talk to you about anything, without harsh judgment or lectures, they'll be more likely to come to you for help in avoiding substance use, or in dealing with someone else's.

Talk to your students about substance use. If a student raises questions or comments about substance use/abuse, use it as a "teachable moment" in which to convey needed information and values in a clear, nonjudgmental way. Recognize that alcohol and nicotine are harmful drugs, too. (In fact, the majority of drug-related health problems in this country are caused by them.)

Focus on the immediate, short-term consequences of substance use (bad breath, throwing up, etc.), as these are of great concern to children.

Help students feel a part of their school. Research shows that children who feel bonded with their school are less likely to use substances.

Involve parents. Students whose parents are involved with the school and with their child's education are less likely to get in trouble with alcohol or other drugs. **(Request the Family Guide offered on the attached return card, and distribute it to them.)**

Teach students to be skeptical of marketing and sales pitches. Help students learn to discern between salespeople's interests and their own.

Teach students realistic ways to say "no." Role-play face-saving ways that they can refuse suggestions to drink or try a drug, like: 1. Saying "No, thank you" 2. Repeating "No, thanks" 3. Suggesting another activity ("I'd rather play basketball") 4. Saying why not: a. Giving a fact ("No, cigarettes are addicting") b. Stating feelings or opinions ("No, I don't like the way they taste") 5. Walking away.

Foster social skills in the classroom. Kids who feel isolated are more likely to get involved with drugs/alcohol. Encourage skills such as sharing, cooperation, empathy, and humor in the classroom.

By fostering these **protective factors,** you can help your students avoid — or at least delay — drug experimentation. And delay is key: Kids who start experimenting at an early age are at considerably higher risk for developing an addiction. And someone who makes it to age 20 without using drugs/alcohol/tobacco is less likely to develop an addiction.

Intervention Strategies

CHILDREN OF SUBSTANCE ABUSERS ARE AT THE HIGHEST RISK

One out of five school-age children has at least one parent who is abusing alcohol or other drugs. Research shows that children of chemically dependent parents are overrepresented among students with:

- High rates of absenteeism and tardiness
- Learning disabilities
- Depression
- Psychosomatic and physical ailments
- Aggressive conduct
- Problems with authority

More importantly, children of substance abusers are at much higher risk of becoming chemically dependent than are other students.

In a typical classroom of 25 students, five will be living with a substance abuser.

WHAT YOU CAN DO

ate professional (social worker, guidance counselor). Maintain a list of appropriate referral sources, including local Alateen meetings and agencies or professionals in your community available for kids to call.

Brainstorm about other appropriate adults the student can go to. Help the student identify other supportive adults in his/her life who might be able to help (an aunt, uncle, grandparent, etc.).

Maintain a small library of books and pamphlets written for children about living with a substance abusing parent. Many are available at low or no cost from the resources listed below.

FOR THOSE WHO DON'T DISCLOSE THE PROBLEM

Though it is a certainty that some students in your class are experiencing family substance abuse, they may never disclose it. To make it easier for these students to get help:

Invite a speaker to the class to discuss in general terms what one can do when living with someone else's substance abuse. After a speaker's presentation, you can hand out 800 numbers and other resource information to students so they can anonymously access more information on the subject.

Assign readings on the subject, making certain the school library maintains the needed books.

AT THE SCHOOL-WIDE LEVEL

Urge your school to hire a Student Assistance Counselor who can provide confidential counseling and referrals for children of substance abusers.

RESOURCES

On- and off-site training to help teachers help children of substance abusers is available through the **National Association for Children of Alcoholics,** 11426 Rockville Pike, Suite 100, Rockville, MD 20852, (301) 468-0985. They also offer the booklet *Meeting the Needs of High Risk Youth in the School Setting.*

Children of Alcoholics Foundation, 33 W. 60th Street, New York, NY 10023, (212) 757-2100, ext. 6373.

Alateen, 1600 Corporate Landing Parkway, Virginia Beach, VA 23454, 1-800-356-9996.

The National Elementary School Project for Children of Alcoholics, also called **It's Elementary,** assists school staff in helping this population of students. It is sponsored by the **National Association for Children of Alcoholics,** in cooperation with the Office for Substance Abuse Prevention of the U.S. Department of Health and Human Services, and the U.S. Department of Education. The *It's Elementary* packet contains colorful posters with the message, "Some Moms and Dads drink too much . . . and it hurts"; a booklet for school staff, "Children of Alcoholics: Meeting the Needs of the Young COA in the School Setting"; and a school/community-based training film.

Preventing Drug Use Among Children and Adolescents: A Research-Based Guide, available from the **National Clearinghouse for Alcohol and Drug Information (NCADI),** P.O. Box 2345, Rockville, MD 20847-2345. Call 1-800-729-6686 to order the booklet. Email orders to info@health.org. Request NCADI stock #PHD734.

GUEST SPEAKERS IN THE CLASSROOM

Grades 4 and up

Guest speakers can be a compelling classroom resource. For impact and information, there's nothing like hearing from someone who has actually "been there, done that."

A speaker makes the abstract real. Here's an emergency room nurse who cared for youngsters brought in after sniffing glue . . . a police officer who has seen his share of drug busts . . . a substance abuse prevention counselor who has helped young people stay out of trouble.

Experts in prevention education do not recommend bringing recovering addicts to the elementary classroom, as they may inadvertently make drug use seem inevitable or attractive to children.

To make the most of a guest speaker's appearance, remember that the guest's time with the class is only one third of the experience. Use "before" and "after" activities to make the "during" even more meaningful.

BUILD ANTICIPATION

Looking forward to something is half the fun. Depending on the students' age and maturity, with your guidance and supervision they can:

- help identify potential speakers (school policy may require you to obtain an administrator's permission, screen the guest, and review materials in advance)
- study the topic (if someone runs an agency, review brochures from similar agencies)
- prepare questions (having questions ready ensures that a question and answer session will be lively and substantive)
- get the classroom ready for the visitor (arrange chairs, make a welcoming sign, or display class projects)
- plan students' roles during the visit (students may take the speaker's picture, hand out materials, take notes, or give the speaker a tour of the classroom)

FOLLOW-UP FOSTERS CRITICAL THINKING

Now that the speaker has come and gone, how can students build on what they've learned and thought about? Students can:

- write individual thank-you notes, responding to at least one memorable thing the speaker said
- write an article, report, essay, story, or poem about the speaker's point of view
- review the questions they prepared in advance to see if they were answered
- identify new questions sparked by the speaker's appearance
- plan a follow-up project to find ways to use the information that they received

ENGAGING PARENTS IN THE FIGHT AGAINST DRUG ABUSE

It's a fact, supported by research: Students whose parents are involved with school and with their child's education are less likely to get in trouble with alcohol or other drugs.

So how, as a teacher, can you help facilitate this parental involvement? With parents increasingly stressed and "spread too thin," it is not an easy task. But it can be done, and following these guidelines helps:

Let parents know how important it is that they be involved. Make sure each student takes home a copy of the Family Guide accompanying this material (see ordering information below). If parents **know** there's a correlation between their involvement in the school and their children's risk for substance abuse, they will be more likely to make the time.

Develop a rapport with parents by sending home frequent friendly notes that keep them informed as to how their child is doing — noting accomplishments and effort shown, as well as any problems.

Make it easy! Plan parents' events for evenings or weekends, when parents are less likely to be working. Coordinate with their schedules to help ensure attendance at parent-teacher conferences.

Seek BROAD parental involvement. Urge the school PTA and other organizations to plan events that will bring in a **diverse** group of parents, not just those already involved. Keep in mind that many students are being raised by grandparents, foster parents, and single moms and dads. Make school events a welcoming place for diverse, nontraditional families.

Order FREE FAMILY GUIDES to send home

Make sure each student's family gets a copy of the WNET Family Guide. **You can request up to 30 Family Guides in Spanish and/or English by mailing in the evaluation card attached to this guide or writing to us at:**

Family Guide
Thirteen/WNET
P.O. Box 245
Little Falls, NJ 07424-0245
Dept. FG

K–3rd Grade Activities

STAIRWAY TO GOOD HEALTH

CURRICULUM CONNECTION:
health and fitness
OBJECTIVE:
Students will compare helpful and harmful health practices.

Create a game with your students called "Stairway to Health." Draw a staircase of five steps on a large sheet of paper. Label the top step "Good Health." Tape two small circles of paper — one red and one blue — to the bottom step. Ask students to think of 10 things a person can do to stay healthy, such as "eating breakfast every day" or "playing soccer." Write each suggestion on an index card, along with a short explanation of how the behaviors lead to good health. If they desire, students can illustrate these cards. Next, create a stack of 10 cards that focus on unhealthy behaviors, such as "smoking cigarettes" or "eating only candy for lunch." Below each negative behavior, write a short description of the negative consequences associated with that behavior. Mix the cards together in a box. Divide the class into a "red" team and a "blue" team. Each team takes turns selecting a card from the box and determining if the behavior is a step towards good health. If so, the team's circle moves up one step. If not, the circle stays in place. Play until both teams have reached the top step.

HOW MUCH IS TOO MUCH?

CURRICULUM CONNECTION:
science, critical thinking
OBJECTIVE:
Children will explore how body size affects the potency of medicine and drugs.

Ask students to guess why a doctor would prescribe a smaller amount of medicine for a child than for an adult. While discussing the students' responses, explain that one reason is that children have much smaller bodies than adults. To illustrate to your students why this difference is important, fill two clear containers — one small and one large — with water. Tell your students that the small container represents a child's body and the large container stands for an adult's body. Then, ask students to pretend that a small bottle of food coloring is a bottle of medicine. Explain that you're going to put exactly one drop of food coloring in each container. Ask them to make predictions about the color of the water in each container ("Which one do you think will be darker?"). Then add the food coloring, and stir. Discuss the differences in color between the two containers and why the same dose that's helpful for adults can be dangerous for children.

Photocopy and distribute in class.

4th–6th Grade Activities

THE BRAIN DRAIN SHOW

CURRICULUM CONNECTION:
language arts (script writing, listening and speaking skills), science (research)

OBJECTIVE:
To define addiction and understand related behaviors.

Work with another student and write a script for a science TV show for kids your age called "The Brain Drain." The goal of your show is to explain to the audience at home how addiction to drugs affects the human brain. Use your school's learning center or the Internet to research how the brain reacts to substances such as alcohol, nicotine, cocaine, and heroin. In your show, define addiction and give information on how drugs affect memory, concentration, reflexes, mood, and coordination. If possible, include photos of the brain and label what parts (cerebellum, cerebrum) are affected. When you're done, present your program to the class. Some books you may find helpful are:

- *Focus on Drugs and the Brain*, by David Friedman (Troll Associates, 1991). ISBN 0516073532
- *Know About Drugs*, by Margaret O. Hyde (Walker & Co., 1995). ISBN 0802783945

GETTING THE "411" ON DRUG ABUSE

CURRICULUM CONNECTION:
science (research), language arts (organizing information)

OBJECTIVE:
To research and organize information about substance abuse.

Using your library or the Internet, create a homemade book of resources (listing books, videos, and organizations) about preventing substance abuse. You might want to organize your information in a "Question and Answer" format. You could use your local yellow pages to help you include a list of phone numbers and addresses of substance abuse prevention organizations in your area, or use guides, pamphlets, or the *Encyclopedia of Associations* at your local public library to identify national organizations. If interested, you could include an interview with someone who works for one of these organizations. When you are done, share your book with family and friends. As an alternative, you may wish to give your homemade book to the school library.

Photocopy and distribute in class.

4th–6th Grade Activities

The Truth in "BAD"VERTISING

CURRICULUM CONNECTION:
language arts (writing, critical thinking and viewing skills)
OBJECTIVE:
To examine how the media, such as advertisements, influence attitudes towards drug use and abuse.

Alcohol and tobacco companies use tricks to make you think that their products are cool and even healthy. With a family member, find a few examples of ads for beer, liquor, or cigarettes in magazines, on TV — or from your imagination. Alcohol and tobacco have also been promoted through "product placement" in movies — where celebrities have used particular brands in movie scenes. For each example, write what the pictures are supposed to make you think of their products. Present your observations to classmates. If time permits, write a parody of the ads or movie scenes you studied—but in your version, show the whole truth about the product. To help you get some of the facts, here are some possible resources:

- *Everything You Need to Know About Alcohol*, by Barbara Taylor (Rosen Publishing Group, 1993). ISBN 082393169
- *Cigarettes, Cigarettes*, by Pete Traynor (Sights Productions, 1996). ISBN 188636608X
- *Caffeine and Nicotine*, by Richard S. Lee and Mary Price Lee (Rosen Publishing Group, 1994). ISBN 0823917010

Changing YOUR WORLD

CURRICULUM CONNECTION:
Social studies, language arts (writing), life skills
OBJECTIVE:
To observe how activism can have an impact in communities.

Communities can have a powerful impact on attitudes towards taking drugs. When concerned students, parents, and teachers work together, it is possible to reduce substance abuse in a community. For example, some community groups have taken action to make sure that cigarette billboards and liquor stores are not located anywhere near school property. Use your local yellow pages to find out the address or phone number for local "drug abuse and treatment" organizations. Then, write or call one or two of the organizations, and find out some ways that your class can promote positive change in your school's community. Write a letter to the Educational Publishing Department at Thirteen/WNET (P.O. Box 245, Little Falls, NJ 07424-0245, Dept. FG) describing what steps your school or community has taken to fight substance abuse in your area.

You can find the local phone numbers and addresses at the library. To help you get started, here are some possible resources:

National Clearinghouse for Alcohol and Drug Information 1-800-729-6686
American Council for Drug Education 1-800-488-3784
Mothers Against Drunk Driving 1-800-GET-MADD
American Lung Association 1-800-LUNG-USA

Developed by Thirteen·wnet

ORGANIZATIONS

The following organizations either serve the entire nation or act as umbrella organizations for local affiliates.

American Council for Drug Education
164 West 74th Street
New York, NY 10023
1-800-488-3784
www.acde.org

Works to prevent drug abuse through public education. Publishes educational materials and offers brochures, books, and videos. Operates a free, 24-hour helpline to answer questions on substance abuse: 1-800-DRUGHELP

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5766
www.bgca.org

The Boys & Girls Clubs have developed a nationally acclaimed primary prevention program called SMART Moves. It teaches young people how to recognize and resist pressures that lead to drug and alcohol use. Parents and kids can find the nearest club by calling 1-800-854-CLUB.

Girls Incorporated
30 East 33rd Street, 7th Floor
New York, NY 10016
(212) 689-3700
www.girlsinc.org

Girls ages 6 to 18 — primarily from low income and minority backgrounds — participate in programs at almost 750 sites nationwide. These programs include adolescent pregnancy prevention, gang violence intervention, and encouragement in math and science.

National Association for Native American Children of Alcoholics
1402 Third Avenue, Suite 1110
Seattle, WA 98101
(206) 467-7686
1-800-322-5601
www.nanacoa.org

Promotes awareness of the needs of Native American children of alcoholics. Develops educational and support programs for Native American communities.

National Black Child Development Institute
1023 15th Street, NW, Suite 600
Washington, DC 20005
(202) 387-1281
www.nbcdi.org

Exists to improve and protect the quality of life of African American children and families. Maintains a national affiliate network comprising 44 community-based chapters. Provides leadership training in early care and education, elementary and secondary education, child welfare and health.

Safe and Drug-Free Schools Program
600 Independence Avenue, SW
Portals Building, Suite 604
Washington, DC 20202-6123
(202) 260-3954
www.ed.gov/offices/OESE/SDFS

Provides policy direction and assists in the planning and coordination of the Department of Education's drug education and prevention activities. Its two major programs are State Grants for Drug and Violence Prevention Programs and National Programs.

BEST COPY AVAILABLE

Visit the CLOSE TO HOME Web Site

For more information on addiction and recovery, visit the CLOSE TO HOME Web site at www.pbs.org/closetohome or www.wnet.org/closetohome

CLOSE TO HOME ONLINE features a Web soap comic book for teens, plus an informational piece with:

- Animated illustrations of the brain and the mechanism of drugs in the body
- Real-life stories of people who talk about their struggles with the disease of addiction and their lives in recovery
- Up-to-date articles with information about the latest advances in the science of understanding and treating addiction
- Editorials debating controversial policy issues
- An extensive, user-friendly resources section

  and
- A bulletin board

Thirteen·wnet
356 West 58th Street
New York, NY 10019

SEE IT ON PBS